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* Editorial Notes. *

THE articles in the Primary Department have been, we are glad to see, appreciated and copied largely by our exchanges during the past year. Occasionally, proper credit has not been given for these and other articles reproduced from our columns, but those, we are sure, must have been cases of oversight. The hints and helps contained in these papers have been, we cannot doubt, helpful to many teachers of primary classes, especially the young and inexperienced. Our readers will be glad to learn that "Arnold Alcott" and "Rhoda Lee" will continue their regular contributions, and that they will be reinforced by "Bebe," some of whose writings have, on previous occasions, appeared in our columns. "Bebe" will write specially for the benefit of the teachers of elementary rural schools.

OUR Public school curriculum proceeds too much on the assumption that all the boys are preparing for professional life. This is especially true of the High school programme, which is merely the preliminary work of the University. Since, as a matter of fact, few pupils ever go beyond the High school, the curriculum calls for revision to adapt it to the wants of the majority.—*Grip.*

Notwithstanding what we have elsewhere said, and are continually saying, about the right of every boy and girl to the broadest possible mental development, irrespective of the probable future work and sphere; or rather, *because* of our views on that point, we heartily endorse the above from our sprightly contemporary. We have often maintained that the High school course

should be first of all complete in itself, with the best possible adaptation to the needs of those whose school-life necessarily ends with it. Those needs, however, to our thinking, have relation to the future of the boy, not simply as a prospective mechanic, or farmer, or "plain business man," or to the future of the girl as a prospective housekeeper, but to that of each as what he or she should be, an independent, intelligent, large-minded man or woman, an influential unit in the social entity, a responsible citizen of the State. By all means, let the aim of the schools be to make men and women—not simply farmers, or mechanics, or housekeepers, or teachers.

THE article which we copy elsewhere from the *Miners' Journal*, giving the results of an experiment in the working of a Savings bank in a school, is worthy of attention. Among the good habits which go to the formation of right character few have a more direct and practical bearing upon the usefulness and happiness of life than thrift. Too often the home training not only fails to implant a right conception of the value of money, but tends in just the opposite direction. The boy who is given occasionally a few cents or dimes to be immediately spent in the toy or candy shop, and who is never entrusted with a little money of his own to be put aside, or into the Savings bank, is thereby trained to regard money as useful only as a means of immediately securing some transient gratification. It is no wonder that in after years money burns in the pockets of such until so spent. Thus the spendthrift is evolved. If all parents would commence at an early age to give their children frequent opportunities to earn something by useful labor, and would further teach them always to spend a little less than they thus earned, they would, in many cases, save both those children and themselves much misery in after life. The Savings bank plan suggests a way in which schools may be utilized to correct this error in the home training. Pains should be taken, of course, to guard against the opposite and worse evil, the formation of a miserly habit. Children should be taught to *use* their money, for good and right purposes, as well as to save it. If the Public schools could be made the means of infixing in the minds of Can-

adian children right ideas and habits in respect to the use of money, they would be thereby aiding most effectually in laying the foundations of a great and prosperous nation.

THERE is some danger in these days of carrying specialization to an extreme both in the Universities and in the teaching profession. For general educational purposes, by which we mean for symmetrical mental development, there can be no doubt that a well-balanced, all-round course is far more effective than a highly specialized one. The man or woman whose college years have been given almost exclusively to certain lines of study, whether in mathematics, classics, science or philosophy, will rarely become the broad-minded, tolerant thinker and worker the spirit of the age demands. "Save me from the man of one book!" exclaimed one who had learned wisdom in the school of experience. So society may to-day well exclaim "Save me from the man of one study, the man who knows little or nothing outside of his own special science or art, the man in whom it is impossible to awaken any genuine interest in anything outside his own narrow round of thought and research!" may we not even go further and say that it is doubtful whether such exclusive specialization is not fatal to the fullest mastery even of the one special branch? Every subject of investigation is in more or less vital contact at many points with various cognate subjects some knowledge of which is essential to any full and broad comprehension of its own underlying principles. Certain we are that the exclusive specialist cannot make the best teacher even of the branches included in his own specialty, a fact which school boards may do well to note. Every thing and every thought in this world stands in close relation to other things or thoughts and can be adequately conceived only in those relations. Moreover, the teacher's best power comes more from what he is than from what he knows, and it is a contradiction in thought to suppose that the man of one idea can have in him much breadth of mind or inspiring power. It is at least quite as essential that the teacher should know something of everything, as that he should know everything of something.

Contributors' Department.

SHOULD MUSIC BE TAUGHT IN THE PUBLIC SCHOOLS?

ELMER STINSON, BELLE RIVER.

AMONG the subjects of art, which, according to a principle of education based upon the requirements of the age, should be taught in the Public school to an extent consistent with the reasonable and necessary limits of a common education is, I will venture to assert, that of music. Notwithstanding that this is true,—and I take this as granted from the fact that it is admitted theoretically, and, in part, practically by our masters in the science and art of teaching—due attention has not been given, generally speaking, to the subject of musical culture, either in the course of the teacher's professional training, or in the course of his subsequent professional work. True, a certain qualification in music, to be tested by a prescribed examination, is required of each student who obtains a teacher's certificate in the Model or Normal schools, but this mere requirement of knowledge and skill in the art of music is distinct from and does not at all comprehend the art of teaching music. The art itself has thus been taught to a certain extent, but the subject of methods, so important to the teacher, so necessary to the accomplishment of any really useful and practical results in the diffusion of knowledge or development of faculty, has not been applied or worked out in the case of musical culture. This is why I say that the place of music among the subjects to be taught in the school is admitted theoretically, but only in part practically. The student in the Model school, for instance, knows his "Tonic Sol-fa," and has also attained considerable ability or skill to put his knowledge of the art into practice for himself, but he has not been instructed in the way of further imparting his knowledge to a possible pupil. If he is enabled to do this he must have drawn his inferences from the principles of teaching himself, and worked out his own application of methods. Indeed, the teacher who sees fit to teach music in his school must have arrived at his own conclusions as to the need of taking up the subject at all, for even this is not mentioned to the teacher in his preparatory course of training. The bare importance itself of teaching music is not, so far as I know, suggested to the model student, who is, therefore, left to his own resources, his knowledge of philosophy and power of inductive reasoning to infer—from the fact that he has been taught music himself, perhaps,—that it is his duty to attend to the cultivation of the musical talent of his pupils.

So sure, then, as it is true that music as an art deserves a place among the others more fortunate, writing, drawing, etc., in the category of subjects to be taught in the the Public school, which is, as I have said, virtually, though not practically, admitted by those who have thus slighted the subject, just so certainly is it true that this inattention of our teachers of teaching is a mistake, that is, a thing to be corrected. However, it is more to my purpose in this article

to call the attention of teachers to the most important reasons why the subject of musical culture requires attention in the common school, such reasons as may convince or influence the teacher himself, rather than to dwell upon the neglect of Model school teachers in this matter. The following arguments, briefly noted, are submitted to the reader's consideration.

1. Musical taste, at least, if not talent or skill, in some degree is looked for at the present day in every individual who enters good or refined society. This taste, if not present in the person as a natural endowment, must be cultivated. This requirement of society is the direct result of public sentiment in favor of aesthetic culture, especially in the "divine art." This tendency of sentiment has no doubt been induced by the teachings of great artists and moral philosophers who have been taught the concomitancy of the absence of the love of art, particularly of music, with the absence of soul in the individual character. This argument thus barely suggested leads us on to the next and most important truth in connection with this subject.

2. The greatest of all reasons for educating musical capacity in the child is the moral importance of the musical art. Its influence upon the human soul, as well as its suggestiveness of soul-character, should command the attention of anyone who aspires to do good in the world. That melody has a remarkable effect upon any sentient being who appreciates it, is a truth which has received general sanction. Philosophy teaches it as a scientific fact, poetry proclaims it in its truest reflections of philosophic truth, while experience affords a clear testimony to the same effect. Under the influence of music, love, "the greatest thing in the world," may be generated in the most unloving and unlovable of characters and the soul moved to the highest and noblest thoughts and actions. The beggar with his instrument, rickety perhaps, yet musical, and therefore serviceable, is a phenomenon aptly exemplifying this fact. The poor mendicant well knows the value of his gracious melody as an accompaniment of his request for alms. Shakespeare gives us an unmistakable intimation of his opinion as to the beneficial effect of music, when in speaking of it he begins:

"Since nought so stockish, hard nor full of rage,
But music for the time doth change his nature." etc.

If then music exerts such influences on obdurate hearts, it obviously constitutes a moral force not to be slighted in the moral education of the young, for, at a time when the human character is most susceptible to moulding influences, such effects as we find are caused by music, though they be apparently only temporary, cannot but produce a lasting impression upon the nature of the man.

3. We may now consider the physical importance of musical culture. The vocal exercises necessarily connected with and involved in the music lessons with their certain effect upon the physical condition of the pupil are of no inconsiderable importance to teachers and pupils. As an accompaniment of the usual calisthenic exercises, nothing could be more suited to the improvement of the condition of the lungs,

or other vocal organs of scholars accustomed to leaning over their work and to other unnatural and unhealthful positions, than such vocal exercises. The utility of music lessons comes under the head of physical culture, classed as vocal gymnastics.

4. The last idea concerning this matter of music lessons, is the removal of monotony and inducement of more "pleasure in toil" in the school room. A music lesson of a few minutes duration is clearly the most effective tonic for school-room gloominess that may be conveniently utilized. This fact constitutes the *argumentum ad hominem* to the teacher in behalf of teaching music. It is not needful that this point be further dwelt upon. It will scarcely be insufficiently appreciated and certainly not disputed.

To sum up then, we have placed at the teacher's disposal an art, well meriting the title "divine," a knowledge of and taste for which are highly approved by public sentiment and also by the best judges of human nature, and which will undoubtedly exert a lasting influence for good upon a young pupil, while in the very act of teaching it immediate benefits are realized by both pupil and tutor. Is this not sufficient reason for consistent action? Am I justified in conclusion in affirming, that it is the duty of those who have to do with the work of education wherein moral culture is implied, to provide some means, whether through the teacher himself or a special instructor or music teacher, for the fulfilment of the demands of a musical education.

* Special Papers. *

MORAL AND RELIGIOUS EDUCATION.

BY W. D. LE SUEUR.

The Week, I am glad to see, fully recognizes the difficulties in the way of anything like systematic religious instruction in the public schools as part of a legally-prescribed course of study. At the same time, it is rightly anxious that moral education should not be neglected; and it thinks that such education might partake of a certain religious character without giving just cause for objection in any quarter, provided the matter were left to be regulated, locally, under some arrangement not of too formal a character between ratepayers, trustees and teachers. This at least is my understanding of *The Week's* position, which to me seems a very reasonable one. The chief reserves I am disposed to make are not on grounds of equity, but are connected with the question of feasibility.

In a former article I indicated my opinion that the best intellectual results were not to be expected from any state-directed system of education; and to-day I must profess a more deeply-founded conviction that state schools have a special inaptitude for moral and religious teaching. Who would dream of asking any form of political government to supply our pulpits—to train and appoint ministers of the Gospel? The idea will strike everyone as absurd. But when we

come to think of it a certain portion of the same absurdity adheres to the idea that the state can adequately provide, what *The Week* desiderates, preachers of righteousness in all our public schools. It is the duty of the state, we are told, "to prescribe and enforce a course of thorough moral training in the schools." But would not a course of "thorough moral training" imply an army of thorough moral trainers? A text-book will not do the business, however intelligently expounded; and, in most cases, it is not too much to say, such a book would not be very intelligently expounded. It is a grave question whether the learning off by rote of moral precepts might not do more harm than good. Certainly I should consider it dangerous to have a text-book of morality taught in a half-hearted indifferent way; better no moral teaching at all than that. What is wanted above all things in a teacher of morality is a certain high moral quality, which not only gives a natural insight into moral questions but creates a desire for the moral elevation of others. Such a person will speak with conviction and power and will sow seeds, even in apparently thoughtless minds, that may afterwards germinate into right principles. But what proportion of teachers of this stamp can we get? Is there one to be had for ten that can teach arithmetic and geography with a fair degree of efficiency? Perhaps even in the pulpit it is the exception rather than the rule to find men who can really touch the hearts of their hearers; and yet no one enters the pulpit without having been, as he professes at least to believe, divinely called thereto.

It may be asked how much better off we should be if education were left to private enterprise. The question is a fair one and should be answered some day; but to-day I prefer to apply myself to the practical question of what, under the disadvantages, whatever they may be, of our present situation, may be done to infuse a sound moral element into our public school education? The hopeful feature in the case is that, however we have come by them, we have a certain number of teachers who are fit to inculcate morality, that is to say who have the necessary interest in the subject, and whose characters would lend weight to their words. In the hands of such teachers a good text-book would be of service; but, on the other hand, these are precisely the ones who could best dispense with a text-book, that is to say, who could find suitable texts in the daily lessons and the various incidents of school life. I much doubt whether it would be well to set apart any stated portion of the day for exclusively moral instruction. A better plan would be to authorize the teacher to take five or ten minutes from any lesson on any day of the week for the purpose of bringing home some moral truth to the children's minds. Less than half an hour even of pure and simple "preaching" is apt to create a sense of weariness, if not of positive revulsion, on the part of the young, and weariness in connection with the inculcation of moral truth is especially to be avoided. How many children have been morally ruined by being brought up in ultra-formal families? On the other hand, a word in season, how good it is! The word

in season will be the word that springs naturally out of the matter in hand. A well-selected course of reading lessons would afford numberless opportunities of producing or deepening moral impressions and bringing the minds of the pupils into a certain elevated atmosphere of thought. But of course the teacher must be *there*, anxious to seize the golden moment; anxious, not to talk for talking's sake, but to say the right thing.

Before attempting to build any permanent material structure we search for a foundation; before trying to build in a moral sense it is equally necessary to find a foundation. The most widely diffused moral sentiment is probably the sense of justice. This, in some degree or other, is generally to be found in every mind. Once lay it bare, once make a child conscious that he or she possesses it and you have something to build on—a narrow foundation perhaps in some minds, but still as far as it goes a solid one. Wherever we discover the germ or fragment of a moral principle we should speak of it with respect, as something to be cherished, to be guarded, to be improved. Let the most poorly-endowed, in a moral sense, know that they have that which establishes their kindred with the noblest souls who have ever trod the earth, and try to lead them on to increase the sacred deposit. The parable of the talents is a very useful one, but I could almost wish there had been a second version of it in which the man with the one talent could, by dint of faithful effort, have come out better. However let us take it as it is, and let the conduct of the man with the one talent be a warning to those who, conscious of but feeble endowment, allow themselves to be discouraged, and so leave their talent unimproved. The teacher has no duty to perform more important than that of encouraging the weaker members of his or her class, whether the weakness be intellectual or moral. "The battle gained is the battle we think gained," says Ernest Renan, in his last article on the *Revue des Deux Mondes*. Things are a good deal what they seem to us, and he who helps those who are at a disadvantage to think a little better of themselves renders them, in most cases, an important service.

There is no better foundation on which to raise the whole fabric of morality than the sense of justice; but there are some natures that are more prone to generosity than to justice, and these call for special treatment. It is well sometimes to analyse a so-called generous action and show how much of it was justice and what was the surplus of generosity. It will sometimes appear that there was not much more than justice in it after all; or perhaps that the person performing it had himself been the recipient of so much kindness from others, which he had not been able directly to repay, that it was only just that he should have been generous when an opportunity presented itself. It has a better effect on one's mind to think that the good one does is, all things taken into account, only a kind of justice, than to regard it as the product of some super-eminent personal virtue. "Let no man think of himself more highly than he ought to think; but let him think

soberly." At the same time, care should be taken not to lay too heavy burdens on youthful spirits. "Counsels of perfection" are not for babes, and scarcely for children.

Truth-telling is a part of justice; so is punctuality; so is exactness in all our dealings. It is easy to find opportunities for showing the importance of every manifestation of this cardinal virtue. The teacher, however, should neither use too exalted language in speaking of any virtue, nor too bitter denunciation in speaking of any fault. In the multitude of words there lacketh not evil; and the same may be said of the profusion of emphasis. It is a great thing to know how to be earnest with moderation.

A very useful field of thought and study is opened up when we begin to explain to the young their relation to the community or state; but for want of a sufficient development in our day of what may be called the civic sense, many teachers who are qualified to inculcate personal and domestic virtues might be unable to deal adequately with the subject of social or civic relations. This is an evil, however, which admits of a remedy and which should be remedied.

It will be evident from what has preceded that I do not regard moral education as in any sense an impossibility, even under our present system, provided only we can get the right kind of teachers. In regard to religious instruction, I may briefly say, that I see no reason why a religiously-minded teacher should not tell the pupils unreservedly how he or she regards fundamental questions of duty. If we want a specific work done, it is well to allow those who have to do it to take their own way, so long as they do not violate any principle or understanding that ought to govern their proceedings. I should not think it right for a teacher to assert authoritatively that the Bible was an inspired and infallible book; but for a teacher to say that he or she had found the Bible a very helpful book, full of instruction and comfort, would not, in my opinion, be any violation of religious liberty. We want the most earnest thoughts and deepest convictions of the teachers, that is to say, of the kind of teachers we have now in view. But let their religious teaching be of a personal kind—the outcome of experience—and not dogmatic. If the teacher believes in an infinite sanction for good and an infinite condemnation of evil, let him freely say so, provided he does not in any way weaken or disparage the natural motives and reasons for right conduct. Some children hear so much about God's anger against falsehood and so little about the human aspects of that vice, that, when experience has taught them they can continue the habit without supernatural interference, they are very apt to do so. It was not a very pious man who said, *Deorum injuriæ diis curæ*; but the remark was a useful caution against fanaticism. We should supplement it with the apophthegm: *Hominum injuriæ hominibus curæ*, and show, as there is no difficulty in doing, that the *homines* generally evince their interest in the matter in a more or less lively and tangible manner. Let, then, the sincerely religious teacher who thinks he can enforce and render more effective the moral teaching he imparts by considerations drawn from his own religious

experience. or by views which form an essential part of his scheme of thought, be free to do so. An earnest man should be allowed to express himself earnestly, and this he cannot do if he has to keep the best half, or what seems to him the best half, of his thoughts to himself. What is wanted is loyalty to the truth all round, and with that charity. If these things be in us and abound, we shall get good results out of very imperfect systems; and the truth will ever be outgrowing and bettering our imperfect conceptions of it.—*The Week*.

Primary Department.

A LITTLE LAUGHTER.

RHODA LEE.

A BURST of laughter greeted me as I neared the entrance to Miss Bright's room. Doubtful as to whether I should enter I stopped a moment, but knowing there could not be anything very wrong in that class, and feeling sure that their teacher would not consider my visit an untimely intrusion, I knocked and stepped in.

The children looked the picture of happiness and merriment, while Miss B— was trying in vain to control her risibles.

With an effort she managed to regain her wonted gravity, and touch her silvery-toned bell, when quiet again reigned and all looked very orderly and attentive, "You didn't know we were such a jolly class, Miss Lee," she said. "We do not often make so much noise, but we were enjoying a good laugh over the funny experiences of 'Mother Hubbard and her dog.' Freddy brought his Christmas book, and I was reading the story aloud when we became so uproarious." What is so refreshing as the unrestrained and unaffected laughter of children? "Cold water to the tired soul and food for the hungry mind," it is said to be by one of the sages. I begged that the story might be continued, and so the remaining verses were read, while the children sat with parted lips and sparkling eyes that danced from their teacher to each other with most infectious merriment.

I thought as I left that room, what a pleasure it is to be in a good-natured atmosphere.

Good humor was the standard rule in the class. Orders were given with the necessary firmness and yet with a pleasant tone and manner that always insured cheerful and happy obedience.

No doubt some of my readers can recall teachers they had in their younger days, who possessed the "knack" of creating cheerful atmospheres, and who carried sunshine with them wherever they went. They can doubtless recall others of a "nagging" disposition, who succeeded in producing instead, a feeling very far removed from good-humor.

The habit of good nature is one that needs to be cultivated in all departments of teaching, but especially among the little ones.

Children are such brilliant reflectors. If we happen to be dull and dispirited, how quickly we see the same dark spirit taking possession of our scholars, but if, instead, we

are bright and cheerful, we see the glad light of a happy heart reflected from every little face in the room.

It is from Joseph Addison's cheery pen that we have the words, "There is nothing that we ought more to encourage in ourselves and others than that disposition of mind which in our language goes under the title of good nature. . . ."

It is more agreeable in conversation than wit, and gives a certain air to the countenance that is more amiable than beauty."

THE BUSY-WORK PROBLEM.

RHODA LEE.

AN unprofessional reader on noting the above heading would, in all probability, criticize the tautology of so useful an adjective, but to those interested or engaged in primary teaching, the term "busy-work" is full of meaning, signifying employment at the seats as totally distinct from class recitation.

The words, however, indicate what is to some teachers its chief value, namely, keeping the children from falling into disorder by insisting on the hands being steadily employed. If the work given to the class succeeds in preserving a certain quietness in the room, the teacher is abundantly satisfied, the work being assigned, perhaps on the spur of the moment as the scholars file to their seats, without any thought as to its interest or usefulness, and without any intention of either examining or correcting it.

This is a great misconception of busy-work. It should certainly accomplish more than this.

Busy-work should have as an object the cultivation of right habits of work, of doing work neatly, cheerfully and in the best way possible.

The work should be useful, that is, it should either add to the child's knowledge or increase his power. There is scope for a great amount of bad training in this seemingly unimportant part of school work. Employment is given without any thought as to its object, and mistakes, trifling in themselves, are allowed to be repeated over and over again until an impression is made that can scarcely be eradicated with the best of teaching. To prevent this it is absolutely necessary to examine the slates every time work is done.

More than once I have heard earnest and thoughtful teachers say something to this effect to a scholar who had been most dilligently employed in filling his slate with previously assigned work: "Have you filled your slate Harry? Well, rub it off and fill it again with numbers." Poor Harry devotes considerable energy to scrubbing his slate, and then starts his figures at one, but alas, when he gets to one hundred and nine he writes as the next number a large two hundred and so continues, in blissful ignorance of any mistake, to "fill his slate." Perhaps this error is repeated for two or three days before it is discovered by his teacher and then she finds considerable difficulty in disabusing his mind of this blunder. The want of time is the reason given for neglecting to examine slates, but I would strongly urge you to *take* time.

Shorten the lesson you are giving at the board and correct the work done by the scholars at their seats.

It is necessary while you are engaged with one class that the other should be busily employed; it is necessary that they should do the right kind of work, and it is still more necessary that this work should be done in the right way.

And how much better your scholar will work after an approving nod or a word of praise as encouragement.

What child could be expected to take interest or pride in work that was never to meet his teacher's eyes. If some systematic plan be adopted, the work of examining and correcting the slates need take but a very short time. Frequently the slates may be examined when the class has gone up to the board for a lesson. Again the scholars might stand and file slowly past their teacher as she examines each slate in turn. Another plan that is definite and orderly requires the slates to be held in a vertical position somewhat as the reading books, while the teacher passes up and down the aisles marking both sides. Adopt some plan at all events, and let it be a thorough one. Time devoted to the formation of good habits, that go to making up true characters, is not wasted. Surely not!

What kind of work shall we give? It should be interesting and developing, and such as the children, putting forth their best efforts, can do *well*.

It should also be varied. The same work, copying a lesson, writing numbers, etc., done morning and afternoon, day after day, must become sadly monotonous and lose all freshness and interest, but a systematic alteration of the busy-work gives pleasant variety with but little trouble.

The work should also pertain as often as possible to the preceding lesson. If in the phonic-reading some new sound has been taught, work should be assigned that will tend to impress it. In the number, language, drawing and singing lessons, the same rule should be observed, and thus the new point is emphasized and the knowledge gained fixed firmly in the mind of the pupil.

The programme for this part of the day's work is just as necessary as that for the recitations.

The busy work must be planned and then, then only, it takes its proper place in the school work, while by means of it good habits of careful, correct, painstaking work are formed, and the repetition and emphasis of errors is unknown.

A PLEA.

REBE.

I. "REMAIN with us to-night; it is too late to drive to S—. We shall be pleased to have you."

The young lady thus addressed had that evening given much pleasure to many by her skilful performance on the piano, and by her bright manners and ready tact.

It may be that this gave an unusual penetration to her answer, which was, "Oh, no, thank you, I have to meet those sixty KIDS in the morning and we could not be out in time."

2. There is Ruth Burns who writes such delightful letters; her descriptions of scenes and places are really fine; the people she meets are almost placed vividly before you, so accurate are her delineations of character and appearance. Last summer she spent her holidays among the hills of New Hampshire and this was the closing sentence of a letter written afterwards: "Such a coming down from the heights, to come back to the KIDS."

Five-year-old Charlie thinks it an awful indignity to be called "baby" by the school boys. What does quick sensitive Mabel think to hear herself and her friends dubbed "the kids," and that, perhaps, by her teacher? Does it make her wish to be the first to take the teacher's hand when out in the yard? Does she feel as sorry as she otherwise might, when somebody is very naughty, and does she declare that she means to be just like Miss Marr when she grows up?

These little people of ours are very sharp and they think a great deal, though they may be able to put very little of their thinking into words.

We can't teach them that they must respect their elders unless they see that their elders respect them.

We might ask ourselves what sort of persons we respect. Well it might be difficult to answer, as qualities we dislike are so often mixed up with those we admire. But in the main it is the ones whom we find doing right, or those who are very desirous of doing so, persevering amid many failures. Then we may turn to the children.

Do grown people strive more earnestly to do right than the little ones? I do not believe they do. If we attempt to measure their trying, (only what we can see,) we cannot but think it wonderful. It seems a trait of the childish nature, prompted by a desire to be loved. Very, very few pupils, if treated with respect and politeness, will find a delight in annoying the teacher. I never met but one who really tried to provoke. My treatment of him, I am sorry to say, was mistaken; it was in my first term of teaching and I did not know the better way. I did not understand my pupil, but ignorance is not an excuse. Some weeks ago he died and the lesson long ago learned from the failure is printed the deeper in my memory.

Let us be patient and kind with the children, for we shall find none in the world so pure, so tender, so true or so worthy of respect as the little ones; and let us never lower ourselves and dishonor the profession by calling little children "THE KIDS."

THE highest end of education is not to dictate truth, but to stimulate exertion, since mind is not invigorated, developed, in a word, educated by the mere possession of truths, but by the energy determined in their quest and contemplation.—*Sir William Hamilton.*

THE most powerful moral influence in a school is the teacher's example; hence, the first requisite in a teacher is a reputation that is above suspicion. There should be no taint on it. A teacher should have no habits that the most upright of the parents of the district would wish their children not to acquire. Brilliant intellectual attainments will not make up for lack of moral qualities.—*Supt. D. W. Harlan, Wilmington, Del.*

Book Notices, etc.

The Elements of Plane and Solid Geometry, with numerous exercises, by E. A. Bowser, LL.D., Professor of Mathematics, Rutgers College, N. J. Van Nostrand & Co., New York; pp. 393.

This treatise aims at combining the excellent features of Euclid with the best points in the systems of Legendre, Rouché and Comberousse. It is a good piece of work, and worthy the attention of mathematical teachers in Canada. The first 250 pages cover plane geometry. The typography is superb.

The Directional Calculus, based on the methods of Hermann Grassmann, by E. W. Hyde, Professor of Mathematics in University of Cincinnati. Ginn & Co., Boston; pp. 247.

The author believes that directional methods will ultimately supersede the comparatively awkward and roundabout methods of Cartesian co-ordinates, for many of the purposes of analysis. The first two chapters are intended to give a fair working knowledge of Grassmann's method. A large number of examples accompany the theory, and blank pages are reserved for notes and solutions.

The Elements of Differential and Integral Calculus, by A. S. Hardy, Ph.D., Professor of Mathematics in Dartmouth College. Ginn & Co., Boston; 239 pages.

This text-book is based on the method of rates. The object of the Calculus is the measurement and comparison of rates of change when the change is not uniform. The conception of the problem here presented—viz., to ascertain what the change of rate would have been in a unit of time had that rate remained uniform—enables the author to give the simplest introduction to the subject we have seen. Numerous easy examples are supplied. One would save time by reading this book before attacking larger treatises.

Plant Organization. A Review of the Structure and Morphology of Plants by the Written Method, with diagrammatic illustrations by R. H. Ward, A.M., M.D., F.R.M.S. Ginn & Co., Boston.

This book will prove a practical aid to beginners or others in acquiring insight into the structure, kinds and relations of the type plants that, by their variations and combinations, make up our familiar plants. It contains a good introduction to practical work in Botany, and the replaceable sheets form a valuable feature.

Elements of Structural and Systematic Botany for High Schools and Elementary College Courses, by D. H. Campbell, Ph.D., Professor of Botany, Indiana University. Ginn & Co., Boston; pp. 253.

This is intended to give a general survey of plant structure by means of carefully-selected specimens fully worked out. It does not aim merely at the identification of plants, but to give a knowledge of the plant itself. It will serve as a laboratory guide as well as a manual of classification. The drawings are numerous and good.

Tacitus. The Annals. Books I-VI. Edited by Wm. Francis Allen, Professor of History in the University of Wisconsin. Ginn & Co.

In Professor Allen's sudden death American Scholarship has sustained a great loss. He had completed this edition, with the exception of a portion of the indexes. His catholic spirit and historical insight well qualified him for what is, perhaps, the most important work thus far in the "College Series of Latin Authors."

While not as independent a work of Classical Scholarship as Furneaux's, it is very valuable for its fresh portraiture of Tiberius, by whom Prof. Allen had always been peculiarly fascinated. Like the author of "Neaera," he dwells strongly on the Emperor's sense of justice. His reading of the character of Tiberius is this, that the morbid tendencies of his nature, early deepened and fixed, when compelled by Augustus to divorce Vipsania and marry Julia, suddenly gained the mastery of the old man of seventy, embittered by the treachery of Agrippina, Sejanus and Livia, and the murder of Drusus.

The commentary has this aim throughout, and to Book V. there is added a translation of the

account of Sejanus in Dio Cassius, with extracts from Juvenal and Suetonius, these partially supplying the missing portions.

The change of binding from the familiar mud-colored cover to that of the Pitt Press is gratifying.

A Practical Delsarte Primer, by Mrs. Anna Randall-Diehl, of New York. C. W. Bardeen, Syracuse, 1890.

This is an excellent introduction to the study of the Delsarte system, prepared by a practical and distinguished teacher of Elocution. That system regards the physical or vital, and the mental and moral nature of man as the prime authorities in every study which appeals to that nature through the eye and the ear, and constitutes the scientific revelation of the laws of expression which develop themselves in every art, whether of painter or sculptor, musician or orator. In art the mind cannot create what it conceives without the material forms which make the creation seen or heard. Genius realizes and observes the just laws of every art by its intuitive powers, but the student, to which class the great majority belong, must learn by the slow processes of methods and rules in harmony with natural laws. This is the object of the Delsarte Primer, which methodizes and simplifies the art which its founder conceived and realized with such power when he lived. As a disciple of Delsarte, Mrs. Randall-Diehl believes that the physical development of the human being should take the first place. Her special purpose is to prepare the physical for the expression of the mental and moral impulses and nature in oratory and reading. The methods are simple and primary, gymnastics not so violent nor taxing as those of military drill, but more æsthetic in their character, and calculated to make the vital nature, the muscles, the limbs, the physical organs, and emphatically the voice, the truthful interpreters of the mental and moral nature, and therefore indispensable to expression in elocution. In the introduction to the chapter on Gesture, the author remarks that "every mental state has its outward expression, every movement which reveals the thoughts, whether by hand or foot, the upturned eye, the scornful lip or the dilated nostril, is a gesture; even tones and inflections are gestures of the voice." This statement interprets the character of the primer and the philosophy of the Delsarte system, and its study and the practice of its exercises are admirably adapted to the training of the young in the elements of art, and of all beginners, who have found in their experience and their failures that the completest knowledge of the meaning of the words and the subject matter of a passage, will fail to give due expression to thought without the mastery of that knowledge which Mrs. Randall-Diehl calls "Gesture." The Primer modestly professes to be only suggestive, but it gives a brief outline, by means of charts, etc., of the Delsartian philosophy which will, no doubt, prompt the reader to further studies.

TEACHERS whose favorable attention was drawn to the *New England Magazine* by its recent illustrated article on St. Paul, will be glad to know that in the August issue there appeared the first of a series of articles on educational leaders and institutions. Horace Mann is the subject of the first paper.

DR. ANDREW D. WHITE takes up "The Fall of Man" in continuation of his Warfare of Science papers, in the September *Popular Science Monthly*. Prof. Huxley has taken another Bible story on to his dissecting-table. The conclusion of Mr. Edward Atkinson's article, "Common Sense applied to the Tariff Question," also appears in this number.

MR. LOWELL'S "Inscription for a Memorial Bust of Fielding," though brief, is the most remarkable piece of writing in the *Atlantic* for September. Dr. Holmes, in his instalment of "Over the Teacups," discourses on the fondness of Americans for titles, and gives a lay sermon on future punishment, and ends it, as do many preachers, with some verses. Mr. Justin Winsor considers the "Perils of Historical Narrative," and Mr. J. Franklin Jameson contributes a scholarly paper on "Modern European Historiography," Mr. Fiske adds an article on the "Disasters of 1780." There is the usual amount of lighter articles, entertaining fiction, etc.—[Houghton, Mifflin & Co., Boston.]

✻ Hints and Helps. ✻

SAVING BANKS IN SCHOOLS.

THE question of school savings banks is exciting considerable discussion throughout the State, and their advantages and disadvantages are also being canvassed by a number of school boards. The subject is no new one in Pottsville. For over three years the High school bank has been in successful operation, with the very best effects. The object of its establishment, as stated by the principal of the school, Prof. S. A. Thurlow, was to teach the pupils in a practical way some of the principles of banking, especially those relating to depositing and drawing out money. It was hoped that the pupils, by becoming interested in depositing small amounts while in school, would acquire the habit of saving money and keeping a bank account in after life.

The bank has no charter, the principal of the school acting as trustee, and thus far the school board has no official cognizance of the matter. A general banking business is transacted. Deposits from five cents upwards are received, notes are discounted, and investments made. All the officers of the bank are pupils, and all through whose hands any money passes furnish bonds. The money is deposited at the Miner's National Bank, and can only be drawn out on a check signed by the principal, president and cashier. The cashier keeps a small amount on hand to meet the checks of the depositors.

The stock is held entirely by the pupils. It consists of two series. The first issue was of 1,000 shares of twenty-five cents each. Upon this a six per cent. dividend is paid. The second issue was of 500 shares of fifty cents each. This pays four per cent. dividend, the other two per cent. being used to pay expenses of stationery, etc. No salaries are paid. The holders of the old stock have one vote, and of the new, two votes per share. The stock is always in demand. When a class graduates it must sell its stock. The stock is allotted among the classes according to their membership, and among the members of the class according to their number.

If a stockholder wants his or her money he can have his stock redeemed by the bank. Notes are discounted by the board of directors on approved security.

There are at present eighty-eight depositors and stock-holders. Five hundred dollars is invested in stock, and there are one hundred and eighty-five dollars of deposits. The total amount of the latter for the term just closed was five hundred and thirty-five dollars.

The total money invested in stock and deposits since the bank opened amounts to over \$1,500. Prof. Thurlow states that the result of the experiment has been in every respects satisfactory, and its effect upon the pupils will doubtless be felt throughout the remainder of their lives.—*Miner's Journal.*

TO YOUNG TEACHERS.

MANY young persons will commence their first school this year. We feel a profound sympathy for the sensitive teacher under the trying ordeal of the "first day in school," and it is with a hope that we may make some practical suggestions that will be of service that we write this.

There is a previous preparation that the teacher should make which consists, first, in seeing that the school-house is properly prepared, and that all the external appliances which the district affords are at hand and in place,—and second, in arranging an order of exercises for the first day, that shall be as strictly adhered to as the circumstances of the case will admit.

This presupposes some knowledge of the school; at least so much as can be learned from the director.

When the morning for commencing comes, be at the school-house some half-hour before school time, and spend the interval in becoming acquainted with the pupils. Begin school promptly at the hour, by some opening exercise. A word or two of welcome and you proceed at once to business. This business is the classification of the school and the assignment of lessons. But in order to classify there must be some knowledge of the relative attainments of the pupils. To determine this

approximately, in arithmetic, for instance, assign a lesson for those studying written arithmetic to prepare, which lesson may consist of problems taken from such portions of the book, as will test the best as well as the poorest scholars. This gives work to a large portion of the school at once, and you immediately proceed to assign some work for the next lower grade to prepare in some other subject, and this gives you a still smaller number to call up into classes, giving them a brief exercise and assigning them a lesson to prepare for the next recitation. Having thus disposed of the younger members of the school, you can now return to the others, and after short recitations and a brief examination of the work done, you will be able to separate them into the number of classes in each branch provided for by the programme.

A similar course can be pursued in the afternoon, and the day's work will close with a conviction on the part of your pupils that you mean work, and work with method in it.

Be prompt. Prompt to begin and prompt to close each exercise. Be active and in earnest. Teach pupils the value of time by the economy with which you use it.

Do not talk very much. Many teachers talk their schools into disorder and disgust oftentimes.

Be patient and hopeful. Do not fret. More persons are killed by worry than by work. Consider yourself as the one appointed to do all that you can to give direction to the thought of your pupils, and study to build, not so much for the present as for the future.—*The Public School Journal.*

[The above was selected for last issue but was "crowded out." Though now too late to serve its primary purpose, it contains some good suggestions, therefore we let it stand.—E.D.]

HOW DO YOUR PUPILS STUDY?

IT is of quite as much importance how we study, as what we study. Indeed, I have thought that much of the difference among men could be traced to their different habits of study, formed in youth. A large portion of our scholars study for the sake of preparing to recite the lesson. They seem to have no idea of any object beyond recitation. The consequence is, they study mechanically. They endeavor to remember phraseology rather than principles; they study the book, not the subject. Let any one enter our schools and see the scholars engaged in preparing their lessons. Scarcely one will be seen who is not repeating over and over again the words of the text, as if there was a saving charm in repetition. Observe the same scholars at recitation, and it is a struggle of the memory to recall the forms of words. The vacant countenance too often indicates that they are words without meaning. This difficulty is very much increased if the teacher is confined to the text-book during recitation, and particularly if he relies mainly upon the printed questions so often found at the bottom of the page.—*Page's Theory and Practice of Teaching.*

HIS HEART IS NOT THERE.

IN a conversation with a friend concerning a teacher who has not been remarkably successful in his work, he said, "His heart is not there."

"True," we said, "that is a fact; his heart is not in his business." Since this conversation we have thought over this man. Often we have met him, and as often conversed on subjects of common interest, but never, as far as we can remember, has any question concerning scientific teaching, or the history of education, been suggested. He has no interest in special educational literature, teachers' associations, or professional papers. He is eminently self-satisfied with himself; in other words, he is so self-centred that he is *dead*. If all teachers were like him, books on teaching, papers on professional subjects, and county, state, and national associations would all be things of the past. Why he teaches we know not, unless it is that he is in, and can't very well get out.

It must not be understood that this man is bad; on the other hand, he is good, but it is a negative goodness. The truth is, he lacks grip. His health is excellent, his appearance first rate, and his general make up good, but he wants more heart. Lukewarmness is his disease. He is neither cold nor hot. • No one ever accused him of cruelty in

his school. He is too kind hearted. No one says he is an old foggy, for he adapts himself to the district where he is. When he is among new education men he is new education, and when among the old education men he is old education, as far as he is anything, but he is so exceedingly "prudent" that it is difficult to pin him down to anything. In church matters he is as much of a mollusk as in educational. By profession he is a Methodist, but his brethren say he attends other churches as much as, if not more than, his own. He fails to fix himself anywhere. In politics he is eminently non-committal. When asked his opinion concerning the tariff he answered, "It depends upon circumstances." A teacher inquired what he thought concerning manual training; he said: "Yes and no," and went on in a rambling talk that plainly showed he knew nothing about the subject. He recently said, "The new education is good as far as it is good, and so is the old. You must select." So he goes on wasting his life, in a non-committal sort of way, nothing in particular and everything in general.

His is a sad instance of want of heart. As the years go by he is becoming discouraged and sad, and will soon drop out of sight, taking his place among the great army of forgotten mortals, who are constantly slipping off into the bottomless sea of oblivion.

We urge all young teachers to profit by this melancholy life. Have aim. Get down to business. Take hold of something, and make a business of it. The other day we met a young teacher who has commenced right, and is keeping on right. In addition to his other reading he has mastered all of Plato, as much as any one can master him, and his paper on his educational opinions was one of the best we have seen on this subject. This year he will take hold of Aristotle in the same way. It is safe to say that one of these days this young man will be heard from. He has point, aim, definiteness, and purpose, and his teaching will be a success. Of this there can be no doubt.—*The School Journal.*

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—
MIDSUMMER EXAMINATIONS, 1890.

PRIMARY EXAMINATION.
ENGLISH GRAMMAR.

Examiners { J. F. WHITE.
J. E. HODGSON, M.A.

NOTE.—Candidates will take the first four questions, and any two of the others.

1. Old events have modern meanings; only that survives
Of past history which finds kindred in all hearts and lives.
Mahmood once, the idol-breaker, *spreader of the faith*,
Was at Sumnat tempted sorely, as the legend saith.
In the great pagoda's centre, monstrous and abhorred
Granite on a throne of granite, sat the temple's lord.
Mahmood paused a moment, silenced by the silent face
That, with eyes of stone unwavering, awed the ancient place.
Then the Brahmins knelt before him, by his doubt made bold,
Pledging for their idol's ransom countless gems and gold.
"Were you stone alone in question, this would please me well."
Mahmood said: "But, *with the block there*, I my truth must sell.
Wealth and rule slip down with Fortune, as her wheel turns round;
He who keeps his faith, he only cannot be dis-crowned;
Little were a change of station, loss of life or crown,
But the wreck were past retrieving if the man fell down."
So his iron mace he lifted, smote with might and main,
And the idol, *on the pavement tumbling*, burst in twain.

Luck obeys the downright striker ; from the hollow core
Fifty times the Brahmins' offer deluged all the floor.

(a) Analyse fully the dependent clauses, stating the kind and the relation of each.

(b) Parse fully : "Once," l. 3; "as," l. 4; "abhorred," l. 5; "granite," (the first) l. 6; "moment," l. 7; "unwavering," l. 8; "made," l. 9; "little," l. 15; "were," "retrieving," l. 16.

(c) Give the relation and the value of the italicised phrases.

(d) Explain, illustrating from the above poem, the distinctions between :

(1) The words *only* and *alone* as to meaning and use ;

(2) The indicative and subjunctive moods ;

(3) Relative and demonstrative pronouns ;

(4) Old (strong) and new (weak) verbs (ll. 17-18).

(e) Explain the construction of "Fifty times the Brahmins' offer deluged," l. 20.

(f) Give all the examples of compound words in the poem, showing the force of each part.

2. Note and explain the peculiarities of construction in the italicised portions of any five of the following :

(a) For at last *grown old*, his only passion was the love of gold.

(b) That brother *of mine* leaves town next *week*.

(c) For your sake, *the woman* that he loved, And for this orphan, *I am come* to you.

(d) He sat devising plans *how best to hoard and spare*.

(e) Deliver my heart *here* and tear *me* This badge of the Austrian away.

(f) It was sold for *under half its value*.

(g) At first in heart *it liked me* ill, When the king praised his clerly skill.

3. (a) Give, where possible, the plural of the following, stating the principle involved in the formation of each : crisis, ox, magus, asparagus, Miss Jones. 4, mayor-elect, wolf.

(b) State clearly the principle of agreement in number of the verb and its subject in each of the following :

(i) Bread and butter is his usual breakfast.

(ii) Then and there was hurrying to and fro and gathering tears.

(iii) The lowing herd wind slowly o'er the lea.

(iv) The man, and not his writings, is to be discussed.

(v) Every clergyman and every physician is a gentleman.

(vi) Nor heaven nor earth has been at peace to-night.

4. Discuss as to correctness of form each of the following :

It is I that $\left\{ \begin{array}{l} \text{is} \\ \text{am} \end{array} \right\}$ to blame. We read a play of $\left\{ \begin{array}{l} \text{Dryden.} \\ \text{Dryden's.} \end{array} \right\}$

Sixty dollars $\left\{ \begin{array}{l} \text{are} \\ \text{is} \end{array} \right\}$ now asked for the horse.

He gives a prize to $\left\{ \begin{array}{l} \text{whosoever} \\ \text{whomsoever} \end{array} \right\}$ $\left\{ \begin{array}{l} \text{shall} \\ \text{will} \end{array} \right\}$ guess it.

Did you see the man and the horse $\left\{ \begin{array}{l} \text{which} \\ \text{that} \end{array} \right\}$ passed here ?

For many years she successfully followed her vocation as an $\left\{ \begin{array}{l} \text{author.} \\ \text{authoress.} \end{array} \right\}$

How I wish that he $\left\{ \begin{array}{l} \text{was} \\ \text{were} \end{array} \right\}$ here now.

That expression sounds $\left\{ \begin{array}{l} \text{harsh.} \\ \text{harshly.} \end{array} \right\}$

5. (a) What are gerunds? What other parts of speech do they resemble in form and how may they be distinguished from them? Illustrate from the following :

(i) They went fishing yesterday, bringing a strong net for taking the larger ones.

(ii) He persisted in remaining behind notwithstanding the guide's warning.

(iii) On reaching the shore, they stopped to pick up the shells lying about, being delighted to find such a variety.

(iv) He loves to recline in the shade, having a book near to dream over.

(b) Name, and show by examples, the several parts of speech that may be used to introduce subordinate clauses. Show also what other office each fills in the examples you give.

6. (a) Explain clearly the terms direct and indirect object ; point out all examples of such found in the following sentences : I paid him ten dollars for a coat. They elected him mayor. He condemned John to pay a heavy fine. They laughed him to scorn. She gave her thoughts no tongue. What he had done I told his father about. He taught James last winter to draw skilfully. We came home the shortest way. He ran me a race.

(b) Convert into the passive construction such of the above sentences as admit of it, giving two passive forms where possible.

7. (a) Divide into root-word, prefix and suffix, stating the meaning of each part : appropriate, susceptible, episcopacy, irresistible, perspective, autobiography, equivalent, progenitor, supplicant, indomitable.

(b) Re-write the following, substituting for the italicized parts appropriate words of non-classic origin :

"When this *opinion* of the *felicity* of others *prevails* so as to *excite* the *resolution* of attaining the *condition* to which such *eminent* privileges are *supposed* to be *attached*, when it *produces* *deception*, *violence* and *injustice*, it is to be *vigorously* pursued with all *legal* punishment."

HISTORY AND GEOGRAPHY.

Examiners { J. J. TILLEY.
CORNELIUS DONOVAN, M.A.

NOTE.—Only eight questions are to be answered, viz., 3 from group A, 2 from group B, and 3 from group C.

A.

1. (a) Give a concise account of the invasion of Britain (i) by the Romans, (ii) by the Saxons, (iii) by the Normans.

(b) Show how the country and its people were affected by these invasions.

2. Give an account of the struggle for civil liberty in England during the reigns of the Stuarts, with the immediate causes and effects of this struggle.

3. (a) Give an account of the war between Britain and Napoleon I. dealing only with the chief events.

(b) Show how trade, finance and manufactures were affected in Britain by this war.

4. Give an account of the following, with the causes that led to the passing of each Act :

The Test Act (1673),
Catholic Emancipation Act (1829),
Reform Bill (1832),
Repeal of the Corn Laws (1846),
Irish Land Acts (1870, 1881.)

B.

5. Sketch, as fully as time will permit, the War of 1812-14, giving cause, leading events, and names of principal actors in the war.

6. Describe in detail the Municipal System of Ontario.

7. Write full explanatory notes on any three of the following :

Treaty of Paris (1763),
Federal Union,
British North America Act,
National Policy,
Unrestricted Reciprocity.

C.

8. (a) Show by means of a diagram, and explain fully the position of the earth with reference to the sun during (i) the equinoxes, (ii) our summer solstice, (iii) our winter solstice.

(b) Account for the position and explain the use of the *great* and the *small* circles—including tropics and polar circles—found on a map of the world.

9. Give a detailed account of the trade carried on among the provinces of Canada.

10. (a) Name and locate five of the most important British possessions in the Eastern Hemisphere.

(b) Name the chief imports which Britain receives from these colonies individually.

11. Describe the New England States under the following headings :

- (a) Face of the country.
- (b) Drainage.
- (c) Climate.
- (d) Soil and natural productions.
- (e) Industries of the different States.

ARITHMETIC.

Examiners { J. A. McLELLAN, LL.D.
J. J. TILLEY.

NOTE.—Only nine questions are to be taken, three in group A, three in group B, and three in group C.

A.

1. (a) Show how to find the L.C.M. of two or more numbers.

(b) Find the L.C.M. of 24, 105, 180, 96, 336, 84 and of

(c) 4410, 7350, 7875.

2. (a) Prove the rule for finding the product of two fractions.

(b) Simplify :

$$\frac{5}{8}(3\frac{3}{4} + 1\frac{1}{2}) \div \frac{1\frac{1}{2} - \frac{1}{2} \text{ of } 1\frac{3}{8}}{\frac{1}{10} \text{ of } 3'3 + 1\frac{3}{8}} \text{ of } '95 \text{ of } 5s + \frac{8'4}{'012} d.$$

3. If the Avoirdupois pound is equal to 7,000 grains Troy, and if 6,144 sovereigns weigh 133 pounds 4 ounces Troy, how many sovereigns will weigh an ounce Avoirdupois ?

4. A man engages a sufficient number of men to do a piece of work in 84 days, if each man does an average day's work. It turns out that three of the men do respectively $\frac{1}{8}$, $\frac{1}{4}$ and $\frac{1}{3}$ less than an average day's work, and two others $\frac{1}{2}$ and $\frac{1}{10}$ more ; and in order to complete the work in the 84 days, he procures the help of 17 additional men for the 84th day. How much less or more than an average day's work on the part of these 17 men is required ?

B.

5. How many bricks, 9 inches long, 4 $\frac{1}{2}$ inches broad and 4 inches thick, will be required to build a wall 45 feet long, 17 feet high and 4 feet thick, supposing the mortar to increase the volume of each brick $6\frac{1}{4}$ per cent. ?

6. A circular race course is 22 yards wide and has an area of 12 acres. Find the diameter of the inner circle.

7. The area of each of the longer walls of a room is 330 square feet ; the area of each of the other walls is 220 square feet ; the area of the floor is 384 square feet. Allowing $\frac{2}{3}$ of area of walls for doors and windows, how many yards of paper, 18 inches wide, are required to cover the walls ?

8. The pressure of compressed air varies inversely as its volume. If the pressure on the inner surface of a cylinder fitted with a piston be 20 pounds on the square inch, and when the piston is forced in 2 inches, the pressure becomes 30 pounds on the square inch ; what is the length of the cylinder ?

C.

9. A man has \$20,000 bank stock which is at 170 and pays a half-yearly dividend of 5 % ; he sells out and invests in Stocks at 108, which pays 3 $\frac{1}{2}$ % half yearly. Find the change in his half-yearly income.

10. Bought goods at \$5.70 on 4 months' credit and sold them immediately at \$6.12 on such a term of credit as made my immediate gain 6 $\frac{2}{3}$ %. Reckoning interest at 4 % per annum, how long credit did I give ?

11. A merchant in Montreal drew on Hamburg for 10,000 guilders at \$415 ; how much more would he have received if he had ordered remittance through London to Montreal, exchange at Hamburg on London being 11 $\frac{1}{4}$ guilders for £1, and at London on Montreal 9 $\frac{1}{4}$ %, brokerage being 1 $\frac{1}{4}$ % for remittance from London ?

12. (a) What is meant by averaging accounts ?

(b) Find the equated time for the payment of the following account :

Dr.		JOHN SMITH.		Cr.		
1888.		DAYS		1888.		
June 10	To mdse at	30	\$950	July 10	By cash	\$450
July 15	" "	45	300	Aug. 15	" "	350
Aug. 20	" "	60	250	Sept. 5	" "	200
Sept. 1	" "	30	150			

The Educational Journal.

Published Semi-monthly.

A JOURNAL DEVOTED TO LITERATURE, SCIENCE, ART
AND THE ADVANCEMENT OF THE TEACHING
PROFESSION IN CANADA.

J. E. WELLS, M.A. - - - - - Editor.

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As many people, either thoughtlessly or carelessly take papers from the Post Office regularly for some time, and then notify the publishers that they do not wish to take them, thus subjecting the publishers to considerable loss, inasmuch as the papers are sent regularly to the addresses in good faith on the supposition that those removing them from the Post Office wish to receive them regularly, it is right that we should state what is the LAW in the matter.

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TORONTO, CANADA.

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BUSINESS NOTICE

We direct special attention to the announcement of the merits of the "Concise Imperial Dictionary." It is our intention to handle this Dictionary in connection with the JOURNAL, and we offer it in the best binding, and the EDUCATIONAL JOURNAL for one year, both for \$5.50, plus 14 cents for postage. Subscribers who are paid in advance may deduct the amount they paid for one year, send the balance, and have the book at once. This gives the party the JOURNAL for \$1.00.

TEACHERS' CONVENTIONS.

Stormont Teachers' Institute, at Cornwall, September 18 and 19.
East Huron Teachers' Association, at Wingham, Oct. 9 and 10.

✻ Editorials. ✻

TORONTO, SEPTEMBER 15, 1890.

FIRST CLASS PROFESSIONAL EXAMINATIONS.

HITHERTO candidates at the Training Institute final examinations in December, who have attended a Normal school, have been exempt from the examinations in Drill, Gymnastics and Calisthenics. It is important for such candidates at future examinations to note that no one is now exempt from the examinations in this department, Calisthenics being obligatory on all female candidates, and Drill, Gymnastics and Calisthenics on all male candidates. The prescribed text-book is Houghton's Physical Culture, and candidates are expected not only to be familiar with all the exercises contained therein, but to be able to teach them to classes. The examination is now wholly of a practical character.

"MORAL AND RELIGIOUS EDUCATION."

THE article which we reprint in this number from *The Week*, on the above subject, is from the pen of a writer whose articles are always clever, thoughtful and well-reasoned, and therefore worthy of attention. Like ourselves, our readers, we dare say, may not agree with all the views expressed or implied in Mr. Le Sueur's paper, but they will, nevertheless, find it profitable reading.

Mr. Le Sueur, it will be seen, does not regard Moral Education in the schools as in any sense an impossibility, "provided only we can get the right kind of teachers." He evidently would not object to *The Week's* position that it is the duty of the State "to prescribe and enforce a course of thorough moral training," provided it were possible for the State to train and equip "an army of thorough moral trainers." It is not for us, of course, to expound or defend *The Week's* views upon this point. But as we ourselves have often maintained that moral training is a part of the duty of the the State, while religious training is not, we may venture a remark upon the subject, indicating, of course, our own views, not necessarily those of *The Week*.

We quite agree with Mr. Le Sueur that it would be absurd for the State to undertake to train and appoint ministers of the Gospel, or to attempt any form of religious teaching. A certain portion of the same absurdity adheres, Mr. Le Sueur thinks, to the idea that the State can adequately provide "preachers of righteousness in all our public schools." We do not know whether, or to what extent, this remark is the outcome of a confusing, to some extent, of moral with religious training—two things which, it seems to us, must needs be kept as distinct as possible. The State would transcend its sphere should it attempt either to teach any system of religion, or to test the religious qualifications of any of its officers. But it is directly within its sphere in both teaching a high type of morality, and in testing the moral qualifications of its teachers and other officers. Religion has to do with creed; morals have to do with conduct. Religion stands related to the supernatural; morality to this world and its obligations. Religion is a matter between man and God; morality a matter between man and man. As a matter of fact, the State does undertake to satisfy itself in regard to the moral character of its teachers and other officers. It would surely be highly culpable if it failed to do so.

Again, Mr. Le Sueur seems to regard moral teaching as the preaching of moral precepts. We regard it, on the other hand,

as properly the training of the conscience. Its first and chief aim should be to form in the pupil that habit of "moral thoughtfulness," on which Dr. Arnold, of Rugby, rightly laid so much stress. In other words, the duty of the teacher in this regard is not so much to tell the pupil what is right and what is wrong, as to train him into the habit of asking, on every occasion, as the first and supreme question: Is this that I am about to do *right*, or is it *wrong*? When that habit has been fixed, and the supremacy of the moral faculty firmly established, the rest is comparatively easy. The conduct may be left, largely, to take care of itself. Of course standards are needed, and it may often be the duty of the teacher to aid his pupils' judgment, to some extent, in finding out and in applying those standards, in order to decide which is the right and which the wrong in specific cases. In doing this he may appeal to his "sense of justice," as Mr. Le Sueur suggests; or he may refer him to that which seems to us a better, if indeed it be a different foundation on which to build the fabric of moral conduct, the sense of duty to one's neighbor, intuitively assented to by most, and easily, we had almost said infallibly, tested by the Golden Rule. He may even, as Mr. Le Sueur suggests, fall back on his own highest experiences and tell the pupil, without dogmatic creed-building, where and how he has found instruction and comfort and help. But, nevertheless, it is, to our thinking, of the utmost importance to bear in mind that just as true mental training consists, not in cramming the memory with facts and rules, but in inducing systematic mental exertion, so true moral training consists in a precisely similar exercise and development of the moral faculty or conscience.

One word as to the means of securing the army of moral trainers. We have said that it is the right and duty of the State to apply rigid tests of morality, and it does so, in a greater or less degree, we believe, in all civilized countries. But better guarantees than any the State can give are needed, and under our system it is perfectly possible to secure these. The choice of the teacher in each individual instance is in the hands of the school boards, or, in the last analysis, of the parents themselves. If these do not sufficiently appreciate the transcendent value of that "high moral quality" in the teacher, which alone can fit him pre-eminently for the work of moral training; if they do not make the possession of this quality the first and indispensable requirement, we may well despair of moral training in the schools. We know no other resource.

EDUCATIONAL TEMPERANCE.

THE visit to Toronto, during the month of July, of Robert Rae, Esq., the veteran Secretary of the National Temperance League of England and editor of *The Temperance Record*, was an event in the history of the temperance workers in the city, and, no doubt, gave a helpful impulse to their movement. We had prepared and sent, as we thought, to the printer a brief account of the reception that was tendered to Mr. Rae in this city, and of his address on that occasion, but by some means the "copy" went astray. We did not discover the fact until the paper appeared without the report. That report would now, we suppose, be rather out of date, but we are glad to be able to give our readers the following notes on the subject of "Educational Temperance," kindly written for us by Mr. Rae on shipboard, and prompted by his study of the work as now carried on in Ontario and elsewhere.

All Canadian educationists are aware that the Temperance Instruction law, introduced some years ago by the Hon. G. W. Ross, Minister of Education, is being attended with an encouraging measure of success. Though it is at present only an optional subject, the part that 141,000 children took in the last Temperance Examination shows that the study has supplied a want in the educational system, and we may look forward to the time when the Temperance examination will be made compulsory in all Public schools.

The competitive system has proved eminently useful in England and would, no doubt, be equally effective in Ontario if well wrought out; one great advantage being that it can easily be set in operation in every school district throughout the Province, prizes of a moderate amount being sufficient to stimulate competition.

Teachers and pupils may obtain all needed help in Dr. Richardson's Temperance Lesson Book, which has received the official sanction of the Minister of Education. This work has been much used in England and in the Australian colonies, also in the United States and in several Provinces of the Dominion.

In Holland a Dutch translation of the Lesson Book is placed in the cell of every prisoner, along with a copy of the Bible—the authorities being of opinion that as drinking is a great cause of crime the prisoners should be warned against it.

AMONG the successful candidates for Matriculation at the late examinations in Trinity University, was a blind youth of eighteen, educated at the Ontario Institution for the blind, at Brantford. This young man is said to have taken a very good position, when the difficulties he had necessarily to contend with are considered. That those difficulties are very great, we can well believe; but as Principal Dymond suggests,

it is not easy for one endowed with sight to really understand how much patient effort on the part of the teachers, and how much steady application and persistence from the pupil is demanded when every subject has to be mastered by blind methods.

WE are glad to announce that Mr. F. H. Sykes, B.A., Classical master in Parkdale Collegiate Institute, has consented to undertake the editorship of the English Department of the EDUCATIONAL JOURNAL for the ensuing year. Mr. Sykes is no doubt known, by reputation at least, to many of our readers, as a thorough, enthusiastic and successful student and teacher of English. We propose to continue to give special attention to the English Department, with a view to making it increasingly efficient and helpful, and we deem both ourselves and our subscribers fortunate in that we have been able to secure the services of an editor so well qualified for the work as Mr. Sykes.

THE following from Miss Frances E. Willard's address on "The White Cross in Education," given before the National Educational Association, at St. Paul, Minn., in July last, contains a truth that should be carefully pondered by all teachers of the young:

Build the child's education up from a physical foundation. Bodily habits that are healthful and pure mean more to the Republic's future than intellectual acumen or acquirements. The man wonderful lives in a house beautiful, but science teaches even as the Bible does, that "Whoso defileth this temple him shall God destroy, for the temple of God is holy, which temple ye are." The child should learn that this destruction is not wrought in vengeance, but as the inevitable sequel of violating natural laws so beneficent that obedience to them would insure a happy life.

✻ Question Drawer. ✻

1. WHAT is the difference between a village and a town, and between a town and a city?
2. What is the difference between a Province and a Territory?
3. What is the county town of Grenville?
4. Is the Trent Valley Canal in progress at the present time?—A. B. C.

[1. The difference is in the charter of incorporation, and the consequent mode of municipal government. The number of inhabitants necessary in Ontario in order to obtain incorporation as a city is 10,000, as a town, 2,000, we think. See, if you can, a copy of the Statutes of Ontario, and read the Act providing for municipal corporations. Of course the practice varies in different countries. In England, for instance, the name city is usually given only to a town which is the seat of a bishopric. 2. A Province has local self-government, with legislature and responsible ministry. A Territory is wholly or partly governed from Ottawa. 3. Brockville is county town of Leeds and Grenville. 4. We think not. It is "under consideration."]

How should a diagram be drawn to show how the zones are exposed to the sun's rays in the different seasons?—A YOUNG TEACHER.

[See the illustrations in any good Geography.]

WHAT would be a good work on Chemistry which one could use (without apparatus) in preparing for the Second-Class Examination?—"THIRD CLASS."

[Steele's Popular Chemistry; A. S. Barnes & Co. Inorganic Chemistry, enlarged edition by Dr. Kearshead, Wm. Collins & Son, London and Glasgow.]

PLEASE state in your next issue how I can obtain definite information with reference to the granting of teachers' certificates, and to educational matters generally in (a) British Columbia; (b) North-West Territory; (c) Manitoba; (d) the Districts.—TEACHER.

[Write to the Superintendents of Education, (a) at Victoria, B.C.; (b) Regina; and (c) Winnipeg. We do not know what you mean by the "Districts." There is but one system of education for the whole North-West Territory.]

1. KINDLY inform me, through next issue, which is the better, Webster's or Worcester's Dictionary, and the price of each, full bound.

2. Can you give me the name of a good Physical Geography, also of an arithmetic especially adapted to Fourth Class work?—SUBSCRIBER.

[1. That is a matter of opinion. The latest edition of Webster contains one or two very useful departments which are not to be found in Worcester, and is probably at least equally good in other respects. Sold by Grip Publishing Co., with EDUCATIONAL JOURNAL, for \$11.50, or separately for \$10. Worcester's is, we think, about the same price. 2. (a) Physical Geography by M. F. Maury, LL.D., revised edition, University Pub. Co., N.Y. Introductory text-book of Physical Geography also advanced ditto by David Page, LL.D. Wm. Blackwood & Sons, Edinburgh and London. (b) Wentworth & Hill's Exercise Manuals, No. 1 Arithmetic. Ginn & Co., Boston. Prize Problems by Robertson & Ballard, Toronto. See also advt. of Grip Publishing Co. in this issue.]

["A SUBSCRIBER," "An Old Subscriber," and others who have written for information on various points touching Teachers' Examinations, the Normal schools, etc., will please apply direct to the Education Department. Circulars containing full information are sent on application.]

WILL there be an examination at Christmas for Entrance to High school? If so, what are the Literature selections prescribed? Also those for next midsummer?—SUBSCRIBER.

[Yes. See advertisement page 141 of JOURNAL.]

1. WHERE can I get full information respecting Teachers' Certificates in Washington and Wyoming States?

2. Give addresses of the publishing firms of two or three leading educational publications of the United States.—A SUBSCRIBER.

[1. From the respective Superintendents of Education. 2. The *New York School Journal*, E. L. Kellogg & Co., 25 Clinton Place, N.Y. *Journal of Education*, New England Publishing Co., Boston, Mass.]

Is McLellan's Elements of Algebra sufficient ground to cover in that subject in order to pass the Third-Class Non-Professional Examination?—A. T.

[Yes, quite sufficient.]

DO pupils who are recommended at the Entrance Examination receive certificates?—A YOUNG TEACHER.

[No.]

WHERE can I get a good text-book on object teaching?—PORT DOVER.

[Calkin's *Primary Object Lessons*, published by Harper & Brothers, New York, is a good work. Perhaps some one can name others equally good or better.

School-Room Methods.

AN EXERCISE IN SYNONYMS.

In the following sentences select the correct synonym:—

1. Our (acts, or actions) speak more plainly than words.
2. The house was entirely (empty, or vacant).
3. This circumstance (alone, or only) is sufficient proof.
4. (Continuous, or continual) droppings wear the stone.
5. The vegetation is (luxurious, or luxuriant).
6. The food furnished was (healthful, or wholesome).
7. He is scarcely (sensitive to, or sensitive of) the cold.
8. The Irish are (perpetually, or continuously) using *shall* for *will*.
9. Her death was hourly (anticipated, or expected).
10. There were not (less or fewer) than twenty persons present.
11. Potatoes are very (plenty, or plentiful) this season.
12. I have found the package (alluded, or referred) to in your advertisement.—*Self Help*.

SENTENCE WRITING.

A PLEASANT exercise in sentence writing for little pupils is the following: Place on the blackboard a number of words that the children have met in their reading lessons. Then dictate sentences, each containing one or more of these words. If any child cannot spell these words, he can search for them on the blackboard, in that way becoming more familiar with them. The exercise has a threefold benefit, helping the child in reading, writing, and spelling; and as it may sometimes require an effort to find a word, it may have a little of the nature of the game of hide-and-go-seek. For instance, fancy the following a section of the blackboard:

shines, squirrel, brightly, to-day, yesterday, now, to-night, runs, grey, afraid, sun, the, very, fast, rabbit, was, moon, rains.

Fancy these the dictated sentences:

The sun shines brightly to-day.
The grey squirrel runs very fast.
The rabbit was afraid of me yesterday.
The moon shines brightly to-night.

If the words on the blackboard are not written in columns, the exercise has a little more the nature of a game, as it requires more searching to find the right word.—*Exchange*.

TEACH CHILDREN TO WRITE.

IN teaching young people to write there should be a great deal of the exercise of describing objects, any objects about us, as an exercise of style.—*Dr. George P. Fisher*.

This is an excellent suggestion, with more in it than it says. We take the liberty of expanding it.

1. The study of familiar objects by writing out descriptions of them leads to accurate habits of observation.
2. It cultivates a taste for discovery.
3. It teaches the child that grand truths may be learned from the commonest things about it.
4. It encourages self-reliance in the search of knowledge.
5. It teaches the child to get the thought first and then to find language to express that thought to others.
6. It reveals to the child the process of its own God-given mind.
7. It stimulates mental growth by developing the power of self-activity.
8. It lightens the labor and cheers the heart of the teacher.—*The Southern Educator*.

THE TEACHER'S TOOLS.

ARNOLD ALCOTT.

IN the blissful year 2000, Edward Bellamy tells us in his "Looking Backward," education will be considered necessary in order to fit a man merely to live. He says that everyone has a right to an education for three reasons, viz.:—

First, so that he can best enjoy and understand life himself.

Second, so that he can be of most use to his fellows.

Third, so as to insure to every child an enlightened and refined parentage.

Now, in this nineteenth century, the masses are more and more believing in education as the great inheritance which all should possess.

The consideration of the implements most helpful to the teacher in his work is the subject of this talk.

A good workman knows his tools.

We have been in our workshop for a few weeks now, and have learned something about our little workers, and we may be sure that they have their ideas of the "teacher." We trust that our rooms, which have been cleaned and renovated during vacation, will be still more beautified by the bright, happy countenances of our little folks.

First of all, what is one distinguishing characteristic of a good workshop when all are employed?

Of course it is busy, active co-operation with the foreman who directs all the work. There is no apathy or idleness here. One hears the ring of the hammer, the buzz of the machinery, and notes the intensity and the earnestness of the workers.

Is there not a great hint here from the outside world for the school-room?

Do not let us have the stillness of death, but the hum of active, bright, eager co-operation.

"But I thought you were going to talk about the teacher's tools," says someone "Yes, and we'll start now."

There is something very fascinating in the building of a house as to the fitness of the parts, the exactness of the work and the beauty and solidity of the whole structure. Now let us take a few of the simpler elements which are necessary in this work, viz.: the rule, the hammer, the nails, the plane and the polish.

THE RULE AND ITS USES.

In order to carry on successfully its operations, society has adopted standards or units of measurement, of weight, of volume, and so on. Civilization is marked by definiteness of thought and of action.

Now, what is our rule of measurement, or our standard of judgment and of action in the school-room to be?

It goes without saying that *Love* should be the great guide or determinant of all our actions.

Let me show you one way in which we may illustrate this to the very little folks: Our Bible lesson is the Good Samaritan. The teacher has a tape-measure, or a yard stick, or a foot rule. She calls Johnnie to come to her and says, "Johnnie, how many feet tall do you think you are?" Perhaps Johnnie says two, and perhaps he does not answer. Then the teacher calls several others, generally, the older and the brighter pupils, and some say three feet, and some two, and so on. Then the teacher tells them that as they only guessed, and as she wants to be sure, she will have to measure them by a foot rule, such as business men use, and then she will be able to tell exactly. So she measures Johnnie, and he is three feet, and Mary is two feet and a half, and Katie is three feet, and so on.

Now she tells them that God has a measure or a rule by which he judges all our actions. And she holds up before the class a piece of white cardboard, twelve inches long (just the length of the foot rule) and about two inches wide, on which is printed in large red letters the word "Love." The class read, and the teacher asks what the name of God's rule is, and the class answer "Love." Then she tells the pupils the story of the Good Samaritan, dwelling on the details which interest children. And finally, she asks the children if the Levite, or the priest used God's "Love" rule toward the poor sick man. And so on, the love of the Good Samaritan is impressed. From this we develop that the rule in our room is to be *Love* toward one another.

THE HAMMER AND ITS USES.

As the hammer strikes its blows surely and, directly every time, in the hand of a good workman so should the good teacher's influence on her class always tell. And we have thought that *uniformity* in action, evenness of disposition and of manner, is a tool which will hold its own. Nothing conquers hot-tempered Albert or sulky Harry so completely as a kind, pleasant talk. And nothing will act as a better preventive of too much laughing and tittering from Mary or Jennie so well as a pleasant, good-natured laugh from the class and the teacher.

Let sunshine in our natures be the great equalizer of the moral growth in our room.

THE NAILS AND THEIR USES.

Nails are used to combine part with part, to fasten securely, to connect for strength on which to erect something else.

"Well," says someone, "I don't see what you can compare with nails in the teacher's work. I'm afraid you are making a far-fetched comparison." "Well, let us try":

Do we not need to connect ideas in teaching? Do we not need to fasten yesterday's lesson to today's, in order to produce harmonious growth? Is it not necessary to strengthen by *reviews* the foundations, before we can teach *newer* and higher thoughts?

And how can we better do this than by making our lessons very *practical*? As the nails are separate articles needed to combine other objects, so we in teaching need distinct *things* or objects for illustration. Therefore, we get from this the great idea of *objective* teaching in blending new work with old.

THE PLANE AND ITS USES.

As by means of the plane the carpenter is enabled to make the rough places smooth, the crooked places straight, so by *sympathy* is the friend of little folks successful in entering into the heart of childhood. Sympathy leads to the level of youthful imaginations and youthful distresses.

We must remember that the plane must be used discreetly, in order that good material be not wasted or worn away. So, indeed, we must not evince too much sympathy. For instance, one of my pupils comes to me and tells me that Jennie Brown has fallen and cut her finger. Poor Jennie, a nervous, delicate, little girl, is crying very hard. Now it will not do for me to be too sorry, or else Jennie will keep on crying for a good while. I must try to help her to be brave, and perhaps I say to her, "Jennie, it *only* hurts." Don't say, "Never mind," for to Jennie that would seem very hard-hearted indeed.

There is much thought necessary in order to successfully understand the child's world and how to enter it.

THE POLISH.

The last article which we will endeavor to describe in its application to the school room is the polish.

In order to beautify and preserve his house the workman uses much paint and polish.

We all know that those materials which possess the quality of hardness, which have the most solidity, and whose particles are closely packed, are the substances which admit of the highest degree of *polish*, while those substances which are soft, whose particles are loosely placed, cannot stand the pressure and rubbing necessary in order to insure brightness. Such substances may only be *varnished*.

Now, surely, with a wise use of the former tools, which we have mentioned, always under Divine guidance, we have faith enough in our boys and our girls to believe that they are capable of receiving a high degree of polish, or of being trained in the art of *politeness*.

Some folks, and they are not a few, do not believe in "polish," but we generally find that they are persons who are themselves lacking in this quality. They do not remember the qualities essential in a substance before it can receive polish. In short, they confound polish with varnish.

Not only is politeness admirable from an aesthetic standpoint, but it is also desirable for the preservation of the milder qualities of character—simplicity, gentleness and kindness.

Let us train our boys and our girls to be polite, and we are pretty certain that our men and women of fifteen years hence will be.

An Irish minister once asked a class of Sunday-school scholars this question:—He said, "What stuff are men and women made of?" Of course, much diversity was shown in answers that were correct in themselves. After taking almost every answer the minister said, "Well, you have not given me just the answer I wanted. Now, let me tell you. 'Men and women are made of boys and girls.'"

We want to infuse the spirit into our pupils that
"Politeness is to do and say
The kindest thing, in the kindest way."

My thoughts have gone to the story of the building of Solomon's Temple.

How wonderfully quiet and harmonious was the working!

"No workman's steel, no ponderous axes rung,
Like some tall palm, the noiseless fabric sprung."

May we not here learn that it is not in boisterousness, not in clamor, but in the steady quietness of energy that we do work which is exquisite. Not the wind, but the sunshine could take off the traveler's coat.

Educational Meetings.

PARRY SOUND TEACHERS' INSTITUTE.

THE Parry Sound Teachers' Institute held their annual meeting in the town of Parry Sound, in the Central school, commencing June 30th. Owing to the unavoidable absence of Mr. Grant, the President, Mr. Palmer, Principal of Parry Sound school, occupied the chair, and conducted the Institute in a very creditable manner.

After the reading of the minutes, a communication was presented from the Carleton Teachers' Institute concerning the advisability of forming a Teachers' Union; the matter was referred to a committee who were to report the following day.

From 10.30 to 11 Mr. Jones dealt with the subject of "Writing." The lesson taught was first-class in every respect. Mr. Jones showed how children should be taught position of body, hands and fingers, and gave examples for practice. A discussion followed, led by Mr. Palmer, who said that pupils should be made to criticize their own work. Mr. Dearness recommended the use of practice on paper instead of slates, also to give a drill each day before using copy books.

From 11 to 12, Mr. Dearness addressed the Institute on "Elementary Reading." Thought the "Look and Say" word method the best, as a child makes more rapid progress.

Miss Cassidy taught a lesson in Phonics illustrating this plan of teaching. Mr. Dearness commended her teaching highly and continued his subject; he discountenanced the use of tablets. Convention adjourned till 1.30 p.m.

AFTERNOON SESSION.

Business resumed at 1.30 p.m.

From 1.30 to 2.30, Mr. Dearness, on "Composition."—Criticized the manner in which it is usually taught. Should be taught orally first, then written. Pupils should criticize their own work; teacher to write a copy on the black-board and the children to compare their work. Letter—writing the most important of all; pupils should be able to do ordinary business on leaving school.

From 2.30 to 2.45—Miss T. C. Grant led a class in Calisthenics. The pupils sang and went through their exercises very well.

From 2.45 to 3.05—Rev. Dr. Campbell, of Collingwood, gave an address on "Gesture and Posture." He showed the proper position of the feet and how to address the Chairman and audience. The address was interesting and beneficial.

From 3.05 to 3.25—A vocal duet by Misses McIntyre and T. C. Grant.

From 3.25 to 4.25—J. Dearness, Esq., "Busy Work." First showed pleasing ways to keep little folks busy by using building blocks and tablets; sorting colored threads and putting them up in bunches of twos or threes; threading colored beads in a similar manner; sewing perforated cards, children making designs on these; cutting picture cards and having children put them together, and word and letter setting. Gave a thorough explanation of each device.

From 4.25 to 5.00 p.m.—Rev. J. A. Chapman read a paper on the "Teacher's Influence In and Out of the School." Teacher should give moral and spiritual instruction as well as intellectual. Should teach the children to reverence truth, God and His Word.

Convention adjourned to meet at 8 p.m.

EVENING SESSION.

Programme commenced at 8 o'clock. Dr. Walton in the chair. The principal feature of the evening was the lecture on "Scientific Temperance," by Mr. Dearness.

Having worked hard all day, Mr. Dearness was naturally tired, but he did his subject more than justice. His experiments should convince all of the effects of alcohol on the food.

The Orchestra played in their usual brilliant style, but the heat was so intense that some of the instruments could not be tuned properly.

The Kindergarten songs by the children were well sung and well performed.

The Indian Club Drill by the Parry Sound Club was very well executed; both clubs doing well, the Juniors particularly so.

SECOND DAY—MORNING SESSION.

Business resumed at 9.30 a.m.

From 9.30 to 10—Mr. Palmer, "The New Education"—A more proper name the "Errors of the New Education." The chief errors brought out by the speaker were: low wages, neglect of moral culture, neglect of religious instruction, making examinations the sole object. Teachers should aim at laying the foundation of a noble man or woman; he brought out very forcibly the teacher's influence for good.

From 10 to 10.30—Mr. Mathewson, "Elementary Geography,"—Explained lucidly how he taught: 1st, direction; 2nd, definitions and local geography; 3rd, the earth and its motions.

Mr. Dearness occupied the remainder of the hour with more advanced geography. How to teach the earth's motions and the solar system.

From 11 to 12—Mr. Dearness, "Elementary Arithmetic." From the beginning, teach children to add and not to count. Only forty-five points to be learned in teaching addition. Gave addition tables arranged in several ways. The only way to teach these is by constant drill. Showed how he would teach subtraction; multiplication and division being only short methods of working addition and subtraction.

The officers for the ensuing year are as follows: Rev. G. Grant, B.A., President.

J. Palmer, Esq., Vice-President.

Miss McIntyre, Secretary-Treasurer and Librarian.

Committee of Management—Misses Ellis and Good, and Mr. Appelbe.

After passing a hearty vote of thanks to Mr. Dearness for his invaluable services, and to those who so kindly lent us their plants, the meeting adjourned until next year.—M. J. MACKENZIE, Secretary.

For Friday Afternoon.

WHAT BECAME OF A LIE.

FIRST somebody told it;
Then the room wouldn't hold it;
So the busy tongues rolled it
Till they got it outside;
When the crowd came across it,
And it grew long and wide.

From a very small lie, sir,
It grew deep and high, sir,
Till it reached the sky, sir,
And it frightened the moon;
For she hid her sweet face, sir,
At the dreaded disgrace, sir,
That happened at noon.

This lie brought forth others,
Dark sisters and brothers,
And fathers and mothers—
A terrible crew;
And while headlong they hurried,
The people they flurried,
And troubled and worried,
As lies always do.

And so evil-bodied,
This monstrous lie goaded,
Till at last it exploded
In smoke and in shame;
While from mud and from mire,
The pieces flew higher,
And hit the sad liar,
And killed his good name.

—Christian Statesman.

WHAT CAN WE DO.

OH, what can little children do to make the great world glad;
For pain and sin are everywhere, and many a life is sad?—

Our hearts must bloom with charity whenever sorrow lowers;
For how could summer days be sweet without the little flowers?

Oh, what can little children do to make the dark world bright;
For many a soul in shadow sits and longs to see the light?—

Oh, we must lift our lamps of love, and let them gleam afar;
For how should night be beautiful without each little star?

Oh, what can little children do to bring some comfort sweet,
For weary roads where men must climb with toiling, wayworn feet?—

Our lives must ripple clear and fresh, that thirsty souls may sing;
Could robin pipe so merrily without the little spring?

All this may little children do, the saddened world to bless;
For God sends forth all loving souls to deeds of tenderness,

That this poor earth may bloom and sing like His dear home above;
But all the work would fail and cease without the children's love.

—Selected.

THE TWO VILLAGES.

OVER the river on the hill,
Lieth a village white and still;
All around it the forest trees
Shiver and whisper in the breeze,
Over it sailing shadows go
Of soaring hawk and screaming crow,
And the mountain grasses, low and sweet,
Grow in the middle of every street.

Over the river, under the hill,
Another village lieth still;
There I see in the cloudy night
Twinkling stars of household light,
Fires that gleam from the smithy's door,
Mists that curl on the river shore,
And in the streets no grasses grow
For the wheels that hasten to and fro.

In that village on the hill,
Never the sound of smithy or mill,
The houses are thatched with grass and flowers,
Never clock to toll the hours,
The marble doors are always shut;
You cannot enter in hall or hut;
All the villagers lie asleep;
Never a grain to sow or reap;
Never in dreams to moan or sigh.
Silent and idle and low they lie.

In that village under the hill,
When the night is starry and still,
Many a weary soul in prayer
Looks to the other village there,
And, weeping and sighing, longs to go
Up to that home from this below—
Longs to sleep in the forest wild
Whither have vanished wife and child,
And heareth, praying, this answer fall:
"Patience! That village shall hold ye all."

—Rose Terry.

* English. *

Edited by F. H. Sykes, M.A., of the Parkdale Collegiate Institute, Toronto.

This department, it is desired, will contain general articles on English, suggestive criticism of the English Literature prescribed for Ontario Departmental Examinations, and answers to whatever difficulties the teacher of English may encounter in his work. Contributions are solicited, for which, whenever possible, the editor will afford space.

THE FACE AGAINST THE PANE.

BY A. C. BATTEN, NEWTON-ROBINSON.

It is quite evident that the feeling predominant in this beautiful poem is sorrow, a sorrow that evokes our sympathy. The bereaved "sorrow" for the dead, but we "sympathize" with the bereft. Mabel sorrows for her father and lover, while we sympathize with Mabel. The degree of sympathy exercised depends largely on the object of our sympathy. If the person is young, as is the case with "little" Mabel, or little "child," our sympathetic nature is quickened and heightened much more than if the person were an adult.

"Across the night."—Mabel cares little for what may be seen in the space between her and her father's boat. Contrast with "through" the night, "into" the night.

"Breakers making moan."—As only a person moans we have here, as well as in other places of the poem, an instance of personification. The mournful sound of the waters dashing over the rocks comes to her as the moaning of sailors suffering in the storm. Note the peculiar form—making moan for moaning.

"Wind sobs and grieves."—The raging of the seas, as seen by relatives of sailors, causes many a sob, and in this case, the howling of the winds strikes Mabel as the echo of grief on land.

"Like some old crone."—The frosty winds of autumn have divested the tree of its foliage and beauty, and now its unattractiveness appears to Mabel's over-heated imagination as a poor withered old woman.

"Gaunt and palsied hands,"—Having lost their foliage and much of their sap, the limbs have lost the greater part of their beauty and elasticity, and are, figuratively speaking, gaunt and palsied.

"Timid Mabel."—The winds, breakers and tree, as they have been heard and seen by Mabel, have caused timidity.

"Set the table, etc."—Mabel's mother has long since become used to storms, hardened to anxiety, and has not the same fear as her little daughter, whose intense fear has drawn the attention of the mother, who now thinks it wise to turn the child's attention to something else. It is doubtful if she could have offered a stronger inducement to Mabel than to make things comfortable for the return of her father and lover.

"You are weeping!"—What caused the weeping just then? (or perhaps she had been weeping all the time, but unnoticed). Was it the mention of her father? lover? Was it from anything she might have seen just then, or was it but the outburst of increasing grief?

"But Mabel... vain."—Possibly Mabel has seen enough to convince her that her father and lover cannot escape; will not need the warm cakes and tea. No doubt her anxiety prevented her from leaving. How would you reconcile Mabel's disobedience?

"Veined with fire."—As is usually the case, when the poet takes us to the last point before the expected crisis, then the attention is directed to something else—in this case to the terror of the storm. Chain and forked lightning give the heavens a veined appearance, and are always present in the worst storms.

"Lost souls."—Certainly this means drowned sailors, not that their souls were lost to heaven.

"Belfry, old and high"—The sky has been there since the creation of the world. It is ninety-four millions of miles to the sun, and the sky or belfry is beyond that.

"Solemn church-bell tolls."—This is a parallel to the breakers and winds mentioned in first stanza. Compare with Longfellow's: "The air is full of farewells for the dying, and mournings for the dead."

"Wind goes tearing."—The storm is most destructive, having mercy on neither Mabel nor her father and lover.

"God pity them, etc."—In these last six lines the poet, in his petition, goes from the general to the particular. The sailors themselves are more in need of pity than their mourning friends, and in the case in question, Mabel in particular.

"Rolls and rolls."—The frequent use of the long and prolonged sound of the letter "o" is strikingly in keeping with the occasion. For instance: moan, blown, fro, crone, alone, woe, rolls, tolls, souls, no more, etc.

"Golden furrows."—The beauty of the sky is contrasted with the terror of the waters. One is as inviting as the other is repulsive. We like the beauty above, but dislike the fury below. By exaggeration the poet makes the scene clearer in every particular.

Stanza 5.—The answer to the first two lines is suggested in the third question.

"Went down...sight."—This should be read in a gentle and subdued tone. The crisis has come. The father and lover are drowned. Perhaps by the light of the rocket Mabel saw the final plunge.

"Shoal of richest rubies."—The dreariness and gloom of the previous night are here contrasted with the beauty and brightness of the next morning. The pleasant morning stands out in bold contrast with the sad home, and the heaving of the dead bodies upon the shore.

"She will never watch again."—The strain has been too great for timid Mabel; she looks towards the beach, but that look is fixed in death.

This selection is admirably adapted for a reading lesson, and by giving the correct expression to the various parts, the pupils will be aided materially in reaching the real feeling of the poem. Such as the following should be read simultaneously from the blackboard:

- (a) Making moan, making moan.
- (b) To and fro, to and fro.
- (c) You are weeping! O Mabel, timid Mabel.
- (d) The heavens are veined with fire,
And the thunder how it rolls! etc.

QUESTIONS AND ANSWERS.

GRAY'S ELEGY.*—I. Show the appropriateness of "solemn" stillness," "drowsy" tinklings "lull."

The poet's lines reflect the influence of nature upon the human mind. At evening the world of insect life is for the most part still; the laborers, busy during the day, have gone to their homes; the sheep, whose bells have jingled merrily all day in the meadows, are now gathered into the folds, where only rare faint tinklings are to be heard—a sort of lullaby to the flock about to sleep; the bright day is departed, giving place to the softened gleams of twilight. Man pays homage to the quiet and peace of such a scene by the feeling of awe that pervades his mind as he witnesses it. Does the questioner notice that "solemn" and "drowsy" are transferred epithets? Compare, to show the influence of night on the mind:

"Chaste 'Eve,' to soothe thy modest ear,
Like thy own 'solemn' springs,
Thy springs and dying gales."

—Collins.

"As he had sometimes felt, gazing up from the deck at midnight into the boundless starlit depth overhead, 'in a rapture of devout wonder at that endless brightness and beauty.'"—Thackeray.

2. Why is the owl represented as complaining "to the moon"?

The most characteristic feature of the night is the moon. Its motion and brightness lend it a sort of personality. Its calm sympathetic light on summer evenings causes it to become the object of many midnight utterances. Dogs bay at the moon; lovers, happy or disconsolate, seek its companionship, etc.

3. What means "its ancient solitary reign"? The favorite retreat of the owl is an old ruined building; in the poem, an ivy-mantled tower. Here, poetically, it is said to reign, because it is chief inmate of the abandoned building; a "solitary" reign, either because there is only solitude to command, or because the owl is not a gregarious bird; "ancient," because the tower has been so long abandoned, inhabited only by owls.

4. Is there any special fitness in the term "rugged," as applied to the elm?

Is there any difference in the bark of the elm as compared with that of the beech, birch and other trees?

5. "'Echoing' horn." Justify. Justification is unnecessary; horn resounding among the hills is too pleasant an image.

6. "Ear of death." What figure? Flattery does not soothe the "ear," but the owner thereof. In the same way we say, "All 'hands' (men) to the pumps." The figure of the part for the whole—"Synecdoche."

7. What other figures in the same stanza? Interrogation (Erotesis) in the questioning; metaphor in "mansion," and perhaps in "animated"; personification in Honor, Flattery, Death; metonymy in "breath," etc.

8. Is "Hands that the rod of empire," etc., literal or metaphorical? The poet means "men able to rule empires," hence the figure of synecdoche is employed.

9. To what does "lyre" refer? The poets have always been spoken of as singers. (Compare Apollo, the god of Music, with his harp.) Hence, to wake the lyre, means to compose poems. Compare Moore's "Dear Harp of my Country," etc. H. S. Reader, p. 215.

10. What persons has the poet in mind in stanzas 16th, 17th, 18th?

Walpole; Cromwell. Many of the poets during the reign of George I. and George II. lived in the favor of the great, whom they repaid by the most abject flattery. Gray had in mind, perhaps, such writers as Settle and Tate.

11. Explain "Cool sequestered vale of life." The peasants had lived their lives far from the hot turmoil of city life, as a traveller, distant from the burning streets of the town, completes his journey in some remote valley, amid the trees by the river-side.

12. What is meant by the "voices of nature"? The feelings natural to us before death cling to us after the dissolution of body and soul, and cry out for sympathy and love.

13. "For them can't read." What is implied? That perhaps the "hoary-headed swain" himself could not read.

WHAT is meant by Wordsworth's line, "The child is father to the man"? †

That the feelings and inclinations of our youthful days direct and govern us as we grow into manhood; that in the child there are propensities that give rise to the actions and thoughts of the man that the child becomes.

1. Is there a Potential Mood? * *

The questioner will no doubt remember that the "moods" are simply groups of the forms of verbs, and that these groups are made on the principle of the character of the assertions which the verb, by means of these forms, is able to express. Gather together all forms of the verb and we have its "Conjugation." Group these forms according as they are used, (a) to express statements—I "am" here, I "was" here; (b) to express mental conceptions—If I "were" here, Would he "were" here; (c) to express commands—"Be" here; and we have the groups of forms showing the mode or manner of the assertion to be (a) Indicative; (b) Subjunctive; (c) Imperative. No verbal forms exist in English that cannot be grouped under these headings. The form (I) "can go," "may (I) go," are no form of the verb "go," but mean (I am able) to go, (Am I permitted) to go. They are forms of the verbs "can" and "may,"+infinitive "go." There is no such thing as a Potential Mood. Forget the errors of the dead grammarians.

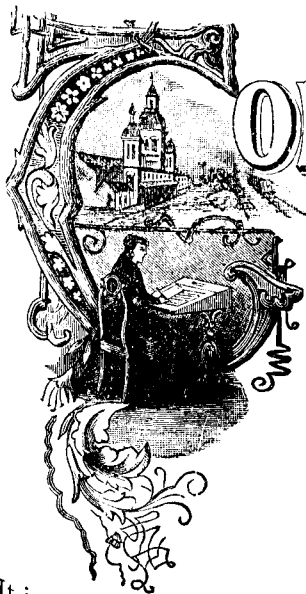
2. Are we right to use the terms Active and Passive Voice?

Certainly. There is a well-marked difference in the character of the assertions,—John "strikes" me; I "am struck" by John.

ARE Entrance candidates supposed to take up everything in our text-book on History? ††

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* From "Ignoramus" and "A.B.C." † From W.H.C.
** From "Port Dover." †† From "Young Teacher."



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Drawing and Writing.—Drawing-book No. 5 of the Drawing Course for Public Schools. The proper formation of the small and the capital letters. The pupil will be expected to write neatly and legibly. Candidates for examination in Drawing and Writing must place their drawing and copy books in the hands of the presiding Examiner on the morning of the first day of the examination. Every exercise must be certified by the teacher as being the candidate's own work, and the drawing and copy books should show his progress during at least three months. Drawing in any blank exercise book will be accepted so long as it covers the prescribed course, and no discrimination will be made in favor of work contained in the authorized drawing book.

Agriculture and Temperance.—Papers will be set in these as optional bonus subjects. A candidate may choose which of them he will take, but it is not compulsory to take either, and he cannot take both. The examination in agriculture will be based on the first seven chapters of the authorized text book in Agriculture.

Value of Subjects.—Reading, 50 marks; Drawing, 50; Neatness, 35; Writing, 50; Orthography, 30; Literature, 100; Arithmetic, 100; Grammar, 100; Geography, 75; Composition, 100; History, 75; Temperance, 75; Agriculture, 75. Of the marks for each of Drawing and Writing, 25 will be assigned to the paper on the subject, and a maximum of 25 may be awarded as the result of the inspection of the candidate's drawing-book or copy-book.

SELECTIONS FOR LITERATURE.

DECEMBER, 1890.

Fourth Reader.

1. Pictures of Memory.....pp. 31- 32
2. The Barefoot Boy..... " 43- 45
3. The Vision of Mirza—First Reading..... " 63- 66
4. The Vision of Mirza—Second Reading..... " 68- 71
5. The Face against the Pane... " 74- 76
6. To Mary in Heaven..... " 97- 98
7. The Bell of Atri..... " 111-114
8. Ring out, Wild Bells..... " 121-122
9. Jacques Cartier..... " 161-163
10. The Ocean..... " 247-249
11. The Song of the Shirt..... " 263-265
12. Edinburgh after Flodden... " 277-281
13. Canada and the United States. " 289-291
14. The Merchant of Venice—First Reading..... " 311-316
15. The Merchant of Venice—Second Reading..... " 321-330

JULY, 1891.

Fourth Reader.

1. Pictures of Memory..... pp. 31- 32
2. The Barefoot Boy..... " 43- 45
3. The Death of the Flowers... " 67- 68
4. The Face against the Pane... " 74- 76
5. From the Deserted Village... " 80- 83
6. Resignation..... " 105-106
7. Ring out, Wild Bells..... " 121-122
8. Lady Clare..... " 128-130
9. Jacques Cartier..... " 161-163
10. Robert Burns..... " 275-277
11. Edinburgh after Flodden.... " 277-281
12. National Morality..... " 289-297
13. Shakespeare..... " 303-305
14. The Merchant of Venice—First Reading..... " 311-316
15. The Merchant of Venice—Second Reading..... " 321-330

SELECTIONS FOR MEMORIZATION.

Fourth Reader.

1. The Bells of Shandon.....pp. 51- 52
2. To Mary in Heaven..... " 97- 98
3. Ring out, Wild Bells..... " 121-122
4. Lady Clare..... " 128-130
5. Lead, Kindly Light..... " 145

6. Before Sedan.....pp 199
7. The Three Fishers..... " 220
8. Riding Together..... " 231-332
9. The Forsaken Merman..... " 297-302
10. To a Skylark..... " 317-320

TIME-TABLE.

FIRST DAY.

- 9.00 to 11.00 A.M. Grammar.
11.15 A.M. to 12.30 P.M. Geography.
2.00 to 3.30 P.M. History.

SECOND DAY.

- 9.00 to 11.00 A.M. Arithmetic.
11.05 to A.M. 12.15 P.M. Drawing.
1.15 to 3.15 P.M. Composition.
3.25 to 4.00 P.M. Dictation.

THIRD DAY.

- 9.00 to 11.00 A.M. Literature.
11.10 to 11.40 A.M. Writing.
1.30 to 3.00 P.M., Temperance, and Hygiene, or Agriculture.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

After 1890, there will be but one High School Entrance Examination each year, in the month of July.

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- Faculty of Arts**—Opening September 15, 1890
- Donalda Special Course for Women**—September 15, 1890.
- Faculty of Applied Science**—Civil Engineering, Mechanical Engineering, Mining Engineering and Practical Chemistry—September 16, 1890.
- Increased facilities are now offered in this Faculty by the erection of extensive workshops, which will be ready for this Session.
- Faculty of Medicine**—October 1, 1890.
- Faculty of Comparative Medicine and Veterinary Science**—October 1, 1890.
- Faculty of Law**—October 1, 1890.
- McGill Normal School**—September 1, 1890.

Copies of the Calendar and of the Examination Papers may be obtained on application to the undersigned.

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8. Europe,	67 by 52 "	4 50	17. The Dominion of Canada,	80 by 49 "	6 50
9. Asia,	67 by 52 "	4 50			

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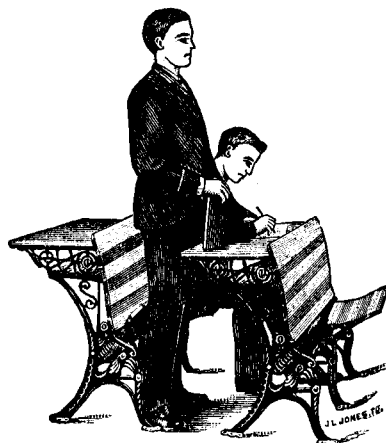
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